

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

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### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** C. E. Murray Middle School

**District:** Williamsburg

**Principal:** Torrance Wilson

**Superintendent:** Ralph Fennell, Jr.

## FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

### Rationale

C. E. Murray Middle School (CEMMS) is a rural middle school located in northwestern Williamsburg County in South Carolina that serves students in grades 7-8. 158 students (77 seventh graders and 81 eighth graders) attend C. E. Murray Middle School of which 98% are African American and 1% are Caucasian. The remaining 1% percent is of Hispanic descent. The poverty level for C. E. Murray Middle School is 89.0 percent, and currently about 17 percent of students are older than usual for grade level. The student retention rate is about two percent, and about 17 percent of the students receive exceptional education services.

C. E. Murray Middle School has 16 certified staff members and 5 paraprofessionals; of which, 17 are female and 4 are male. Two teachers are new to the school this year and 11 teachers have been in the profession for less than five years. Five teachers have entered the teaching profession through the alternative certification route, and two teachers are International teachers (one in her second year, and one in her third year). According to the 2007 Report Card, 77.8% of our teachers are returning from the previous year and 32.4% have emergency or provisional certificates. 66.7% of our teachers have advanced degrees and 52.8% are continuing contract teachers. Our teacher attendance rate was 95.9%.

The Principal and Assistant Principal are both in their second year at the school. The student teacher ratio in core subjects is 22.9 to 1, but few classes are that large. Prime instructional time is 90.4% and the school is SACS accredited. Approximately 95.5% of parents attend conferences, and opportunities in the arts are good. The average expenditure spent per pupil is \$7,444 while 63.2% of expenditures are for instruction and 57.0% are for teacher salaries.

CEMMS PACT results from Spring 2006, 2007 (Report Cards) and 2008 (state web site) are shown below and on the following page:

Percentage of Students Scoring Basic and Below Basic							
<b>7<sup>th</sup> Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>8<sup>th</sup> Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>ELA</b>	92.8%	89.2%	80.3%	<b>ELA</b>	89.2%	95.6%	76.1%
<b>Math</b>	86.7%	93.2%	90.6%	<b>Math</b>	91.5%	96.7%	92.2%
<b>Science</b>	89.1%	86.5%	84.2%	<b>Science</b>	97.0%	95.5%	90.2%
<b>Social Studies</b>	90.1%	90.6%	89.5%	<b>Social Studies</b>	98.0%	95.6%	94.4%

Percentage of Students Scoring Proficient and Advanced							
7 <sup>TH</sup> Grade	2006	2007	2008	8 <sup>TH</sup> Grade	2006	2007	2008
<b>ELA</b>	7.2%	10.9%	19.7%	<b>ELA</b>	10.8%	4.4%	23.8%
<b>Math</b>	13.3%	6.8%	9.3%	<b>Math</b>	8.5%	3.3%	7.8%
<b>Science</b>	10.9%	13.5%	15.8%	<b>Science</b>	3.0%	4.4%	9.7%
<b>Social Studies</b>	9.9%	9.5%	10.5%	<b>Social Studies</b>	2.0%	4.3%	5.6%

In analyzing this data, it is evident that the large percentage of students scoring Basic and Below Basic must be addressed in order to meet expected progress. A variety of strategies will be utilized to address this problem.

Other data analyzed included the MAP Grade Reports for 7<sup>th</sup> and 8<sup>th</sup> grade reading, mathematics and science. Each student was administered the Fall MAP assessment in reading and math from August 27 to October 5; science was administered October 8-9. A comparison of those results is shown below:

Fall	Mean RIT Grade 7	Spring	Target Mean RIT Grade 7	Difference	Average Growth
Reading	201.1	Reading	204.4	3.3	
Math	212.0	Math	216.6	4.6	
Science Concepts & Processes	197.3	Science Concepts & Processes	202.1	4.8	
Fall	Mean RIT Grade 8	Spring	Target Mean RIT Grade 8	Difference	Average Growth
Reading	213.0	Reading	216.1	3.1	
Math	222.6	Math	227.8	4.3	
Science Concepts & Processes	203.1	Science Concepts & Processes	209.2	6.1	

The chart above shows the Fall Mean RIT scores and the target Spring Mean RIT scores. The difference is the amount of the mean student growth goal which was derived from the 2005 Normative studies below for Reading, Mathematics and Science. The Average Growth column will be completed at the end of the year.

NORMATIVE DATA FOR SCIENCE, READING & MATHEMATICS									
	Science Concepts & Processes (RIT Values)			Reading Achievement (RIT Values)			Mathematics Achievement (RIT Values)		
Grade	Fall Mean	Spring Mean	Difference	Fall Mean	Spring Mean	Difference	Fall Mean	Spring Mean	Difference

7	207.7	212.5	4.8	214.8	218.1	3.3	223.4	228.0	4.6
8	210.0	216.1	6.1	218.2	221.3	3.1	228.5	232.8	4.3

The chart above is a compilation of several charts pulled from the NWEA web site dealing with 7<sup>th</sup> and 8<sup>th</sup> graders. These Normative Data charts are used to compare class or grade-level performance to the performance of students in the same grade. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level. The highlighted areas identify the achievement that we expect our students in grades 7 and 8 to achieve from the Fall to the Spring administration of MAP in Science, Reading and Mathematics.

In order to determine our 2008-2009 Focused School Renewal Plan (FSRP) goals, the School Renewal Plan was reviewed along with the ERT Report, last year's Focused School Renewal Plan and the above mentioned data. The goals of the FSRP concentrate specifically on student academic achievement. Strategies to address each goal were developed through numerous meetings of the Administrative Team and the School Leadership Team. The Plan was emailed to the Middle School faculty for input and then discussed and approved at a regular faculty meeting. The School Improvement Council also reviewed and provided input on the FSRP.

Implementation of the goals whereby 70% of 7<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.3 points, 70% of 8<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.1 points, 70% of 7<sup>th</sup> grade students' math MEAN RIT score will increase by an overall average of 4.6 points, and 70% of 8<sup>th</sup> grade students' math MEAN RIT score will increase by an overall average of 4.3 points from the Fall to the Spring administration of MAP as measured by NWEA's Grade Report by Subject, 50% of the students' MEAN RIT score in 7<sup>th</sup> grade science will demonstrate an overall average increase of 4.8 points, 50% of the students' MEAN RIT score in 8<sup>th</sup> grade science will demonstrate an overall average increase of 6.1 points from the Fall to the Spring administration of MAP as measured by NWEA's Grade Report by Subject, and 50% of the students in 7<sup>th</sup> and 8<sup>th</sup> grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed pre- and post-Social Studies Benchmark test aligned to the Anderson 5 curriculum will, we believe, enable us to meet our absolute value goal of .3. We believe, also, that this will occur because we are using research-based instructional strategies that directly affect student achievement, research-based professional development that affects instruction, and because we are providing additional opportunities to enhance student achievement. The Principal's strategies of providing professional development; observing teachers and providing immediate feedback; scheduling collaborative meetings to discuss instructional strategies, assessments, and student data; as well as scheduling a Reading Period to provide additional learning opportunities; and meeting with teachers to analyze PACT data, MAP data, etc., will help to hold teachers accountable for meeting the instructional needs of their students. The district's strategies of continuing to purchase licenses for MAP assessment (to include Science this year), providing professional development for teachers, observing classrooms and providing immediate feedback, providing the Academy of Reading and the Academy of Math, as well as and providing core content area coaches will support the school and principal goals and enhance their efforts to hold teachers accountable for student academic success.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

## **July 2008**

- Revise schedule of professional development plan (Administrative Team)
- Select Pre- and Post-tests for 7<sup>th</sup> and 8<sup>th</sup> grade science and social studies
- Schedule students into Reading Period
- Provide funding for licenses in APEX

## **August 2008**

- Provide professional development on MAP (DesCartes) and APEX
- Enroll 8<sup>th</sup> Graders in APEX
- Analyze test results (PACT)
- Revise lesson plan template for DesCartes and warm-up activities
- Administer MAP Reading and math tests
- Administer pre-tests for social studies and science
- Initiate reading period
- Create collaborative learning communities schedules
- Initiate Administrative and Leadership Team Meetings

## **September 2008**

- Administrative and Leadership Team Meetings
- Conduct classroom observations with feedback
- Initiate collaborative learning communities schedule
- Provide information on MAP in Parent Workshop
- Provide ongoing professional development on MAP reports and using DesCartes
- Review MAP reports with Administrative Leadership Team
- Discuss MAP results with faculty and students (Students' Goal Setting Worksheet)

## **October 2008**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period

- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Review and discuss APEX reports with Administrative Team

### **November 2008**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom

### **December 2008**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Enroll 7<sup>th</sup> Graders into APEX
- Review and discuss APEX Reports with Administrative Team

### **January 2009**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCarte in classroom
- Initiate Blitz in core area: ELA

### **February 2009**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period

- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Administer Winter MAP reading and math tests
- Administer Post-tests in science and social studies
- Blitz in core areas: ELA and math
- Analyze MAP and post-test data
- Review and discuss APEX reports with Administrative Team

### **March 2009**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Blitz in core areas: math and social studies

### **April 2009**

- Administrative and Leadership Team Meetings
- Provide ongoing professional development
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Blitz in core areas: social studies and science
- Review and discuss APEX reports with Administrative Team

### **May 2009**

- Administrative and Leadership Team Meetings
- Conduct classroom observations with feedback
- Monitor ongoing reading period
- Monitor collaborative learning communities
- Monitor the use of DesCartes in classroom
- Blitz in core areas: science
- Statewide PACT Testing

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:** By April 1, 2009, 70% of 7<sup>th</sup> grade students' Reading MEAN RIT score will increase by an overall average of 3.3 points and 70% of 8<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use the Fall MAP Reading RIT scores to identify target growth for students in ELA.	ELA Teachers Title I Facilitator (TIF)	Sept. 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement.  Teachers will work with students to complete Student Growth Goal Sheets; sheets will be reviewed by the teachers and the TIF; parents will sign the sheets during Parent/Teacher Conferences. Teachers will collect the documentation and turn over to the TIF. The TIF will provide a summary report to the Principal after each MAP administration.
Use DesCartes to group students for differentiated instruction as well as to provide daily Warm-Up exercises.	ELA Teachers Administrative Team (AT)	August 2008	Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student.  Revise lesson plan template to include DesCartes and Warm-Up activities; Principal to develop and disseminate. Teachers will plan for differentiating instruction and warm-up exercises on their weekly lesson plans; the AT will check off weekly the lesson plans for inclusion of DesCartes and warm-up activities. The TIF will collect documentation and prepare a monthly summary report for the AT.
Use the Reading Period to provide academic	Principal	August	Providing extended learning time by encouraging reading



assistance in ELA.	Literacy Coach (LC) ELA Teachers	2008	<p>will support the attainment of this goal.</p> <p>Schedule all students into the Reading Period; the Principal will review student schedules. The LC will review the student journals quarterly for documentation of 10-minute writing each day. The LC will also review SSR logs to see that students are reading silently for 25 minutes each day. The LC will collect the documentation and prepare a quarterly report for the Principal.</p>
Use the ELA Blitz (during the Reading Period) three days per week for four weeks to provide academic enrichment in ELA (reading).	Principal Literacy Coach (LC) ELA Teachers	November 2009	<p>Providing additional learning time in ELA will help students achieve this goal.</p> <p>Teachers will use the Blitz Schedule to know when to teach ELA (reading) concepts. The LC will prepare and provide the schedule. The ELA Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their journals; The LC will review the journals quarterly and collect documentation. The LC will submit a report quarterly to the principal.</p>
Use the Academy of Reading to reinforce students' academic achievement goals in grades 7 and 8 that are within 5 points of moving to another level of achievement.	Principal Academy of Reading Monitor (ARM) ELA Teachers	September 2008	<p>The Academy of Reading will be used to target students for significant gains on reading MAP RIT scores.</p> <p>The Academy of Reading Monitor (ARM) will pre-test all students to determine baseline scores. The ARM will monitor student work in the lab, will provide grades for student progress, and will provide weekly reports for the English teachers. The TIF will collect all documentation and prepare a monthly summary for the Principal.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:** By April 1, 2009, 70% of 7<sup>th</sup> grade students' Math MEAN RIT score will increase by an overall average of 4.6 points and 70% of 8<sup>th</sup> grade students' math MEAN RIT score will increase by an overall average of 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use the Fall MAP Math RIT scores to identify target growth for students in math.	Math Teachers Title I Facilitator (TIF)	Sept. 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement.  Teachers will work with students to complete Student Growth Goal Sheets; sheets will be reviewed by the teachers and the TIF; parents will sign the sheets during Parent/Teacher Conferences. Teachers will collect the documentation and turn over to the TIF. The TIF will provide a summary report to the Principal after each MAP administration.
Use DesCartes to group students for differentiated instruction as well as to provide daily Warm-Up exercises.	Math Teachers Administrative Team (AT)	August 2008	Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student.  Revise lesson plan template to include DesCartes and Warm-Up activities; Principal to develop and disseminate. Teachers will plan for differentiating instruction and warm-up exercises on their weekly lesson plans; the AT will check off weekly the lesson plans for inclusion of DesCartes and warm-up activities. The TIF will collect all documentation and prepare a monthly summary for the Principal.
Use the Math Blitz (during the Reading Period) three days per week for four weeks to provide	Math Teachers Principal	November 2009	Providing additional learning time in Math will help students achieve this goal.

academic enrichment in Math.	Title I Facilitator (TIF)		Teachers will use the Blitz Schedule to know when to teach math concepts. The Principal will provide the schedule. The Math Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their math journal; the TIF will review the journals quarterly and collect documentation. The TIF will submit a quarterly report to the Principal.
Use the Academy of Math to reinforce students' academic achievement goals in grades 7 and 8 that are within 5 points of moving to another level of achievement.	Principal Academy of Math Monitor (AMM) Math Teachers	Sept. 2008	<p>The Academy of Math will be used to target students for significant gains on math MAP RIT scores.</p> <p>The Academy of Math Monitor (AMM) will pre-test all students to determine baseline scores. The AMM will monitor student work in the lab, will provide grades for student progress, and will provide weekly reports for the math teachers. The TIF will collect all documentation and prepare a monthly summary for the Principal.</p>
Utilize EOC resources such as EOC Algebra I and the USA Test Prep program to increase academic achievement in math.	EOC Teacher Principal Title I Facilitator (TIF)	Sept. 2008	<p>Providing additional resources will help students to achieve academic success.</p> <p>Teachers will identify the use of EOC Algebra I and/or USA Test Prep on their lesson plans. The Principal and TIF will observe classrooms weekly using the school's observation form to verify the use of the resource materials. Immediate feedback will be provided to the teacher. If necessary, a conference will be scheduled with the teacher to discuss concerns. The TIF will collect and review the lesson plans and will report to the Principal monthly.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:** By April 1, 2009, 50% of the students' MEAN RIT score in 7<sup>th</sup> grade science will demonstrate an overall average increase of 4.8 points and 50% of the students' MEAN RIT score in 8<sup>th</sup> grade science will demonstrate an overall average increase of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use the Fall MAP Science RIT scores to identify target growth for students in Science.	Science Teachers Title I Facilitator (TIF)	Sept. 2008	Setting specific individual target growth goals will motivate students and provide incentives for improvement.  Teachers will work with students to complete Student Growth Goal Sheets; sheets will be reviewed by the teachers and the TIF; parents will sign the sheets during Parent/Teacher Conferences. Teachers will collect the documentation and turn over to the TIF. The TIF will provide a summary report to the Principal after each MAP administration.
Use the Science Blitz (during the Reading Period) three days per week for four weeks to provide academic achievement in Science.	Principal Science Teachers Title I Facilitator (TIF)	November 2009	Providing additional learning time in Science will help students achieve this goal.  Teachers will use the Blitz Schedule to know when to teach science concepts. The Principal will prepare and provide the schedule. The Science Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their journal; The TIF will review the journals quarterly and collect the documentation. The TIF will submit a quarterly report to the Principal.
Use Professional Learning Communities to provide	Administrative	Sept. 2008	Appropriate staff development for Science teachers will

staff development from consultants in Science as needed.	Team (AT) Title I Facilitator (TIF)		<p>help to improve student achievement in this area.</p> <p>A staff development schedule will be developed and disseminated by the AT. Staff Development feedback forms will provide comments on the appropriateness of the staff development provided; the TIF will summarize the comments. Instructional strategies will be identified on lesson plans; the AT will review the lesson plans and collect the documentation. The TIF will submit a quarterly report to the Principal.</p>
Use DesCartes to group students for differentiated instruction as well as to provide daily Warm-Up exercises.	Math Teachers Administrative Team (AT)	August 2008	<p>Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student.</p> <p>Revise lesson plan template to include DesCartes and Warm-Up activities; The principal to develop and disseminate. Teachers will plan for differentiating instruction and warm-up exercises on their weekly lesson plans; the AT will check off the lesson plans weekly for inclusion of DesCartes and warm-up activities and collect documentation.</p>
Use PACT Coach as a resource to increase academic achievement in Science.	Science Teachers Principal Title I Facilitator (TIF)	Sept. 2008	<p>Providing additional resources will help students to achieve academic success.</p> <p>Teachers will identify use of PACT Coach on their lesson plans for daily Warm-Up Activities. The principal and TIF will observe classrooms weekly using the school's observation form to verify use of PACT Coach in lessons. Immediate feedback will be provided to the teacher. If necessary, a conference will be scheduled with the teacher to discuss concerns. The TIF will collect and review the lesson plans and will report to the principal monthly.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4:** By April 1, 2009, 50% of the students in 7<sup>th</sup> and 8<sup>th</sup> grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Utilize APEX to provide academic enrichment in Social Studies.	Principal Lab Proctor Learning Coach (LC)	August 2008	<p>Online learning approaches to address critical education challenges and to raise achievement for all students will help to achieve this goal.</p> <p>Schedule the mobile APEX lab into the classroom once per week; the LC will develop the lab schedule. Every 9 weeks the teachers and the LC will review the Diagnostic Summary Report to determine the percent of diagnostic activities mastered by individual students. The LC will collect the documentation and submit a report each nine weeks to the Principal.</p>
Use the Social Studies Blitz (during the Reading Period) three days per week for four weeks to provide academic achievement in Social Studies.	Principal Social Studies Teachers Title I Facilitator (TIF)	November 2009	<p>Providing additional learning time in Social Studies will help students achieve this goal.</p> <p>Teachers will use the Blitz Schedule to know when to teach social studies concepts. The Principal will prepare and provide the schedule. The Social Studies Department will develop and disseminate lesson plans for the teachers for the Blitz. Students will summarize the day's lesson in their journals; the TIF will review the journals quarterly and collect the documentation. The TIF will submit a quarterly report to the principal.</p>
Use Professional Learning Communities to provide staff development from consultants in Social	Administrative Team (AT)	August 2008	Appropriate staff development for Science teachers will help to improve student achievement in this area.

Studies as needed.	Title I Facilitator (TIF)		A staff development schedule will be developed and disseminated by the AT. Staff Development feedback forms will provide comments on the appropriateness of the staff development provided; the TIF will summarize the comments. Instructional strategies will be identified on lesson plans; the AT will review the lesson plans and collect the documentation. The TIF will submit a quarterly report to the Principal.
Use Tests for Higher Standards to pre-test and group students according to weaknesses by grade level strand.	Social Studies Teachers Title I Facilitator (TIF)	Sept. 2008	Providing test scores by grade level strands will allow teachers to address academic weaknesses.  Social Studies teachers will group students in each class by strand weaknesses; the TIF will review group placements and provide a report to the principal.
Use a variety of Differentiated Instruction strategies to help teachers address the individual needs of students in Social Studies.	Social Studies Teachers Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Using differentiated instructional (DI) strategies will help to improve the academic achievement of students who learn at different rates and who have a wide range of abilities and experiences.  Teachers will identify DI strategies on their weekly lesson plans; the AT will check off weekly lesson plans for inclusion of DI strategies and collect documentation. The AT will identify the DI strategies using the administrative observation instrument and follow-up will occur in writing or in a conference.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:** By April 1, 2009, 70% of 7<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.3 points, 70% of 8<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.1 points, 70% of 7<sup>th</sup> grade students' math MEAN RIT score will increase by an overall average of 4.6 points, and 70% of 8<sup>th</sup> grade students' math MEAN RIT score will increase by an overall average of 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on NWEA's DesCartes for Differentiated Instruction.	Principal Title I Facilitator (TIF) School Leadership Team (SLT)	July 2008	Using DesCartes allows teachers to identify specific skills and concepts students need to provide the most appropriate academic challenge for each student.  Compile the professional development agendas, minutes, and evaluation forms. Share the results with the SLT. The TIF will collect the documentation, compile the evaluations and provide a monthly summary for the principal.
Observe at least 1 class in English and one in math per week and provide immediate feedback on instructional practices and assessment.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Classroom observations allow the administrator to see the various interpersonal interactions between the instructor and the students in the classroom.  Review lesson plans, observe classes using the school's observation form, and provide immediate feedback to teachers in writing or in a conference. When appropriate, hold conferences to discuss concerns/problems observed. The TIF will collect documentation and provide a monthly summary for the AT.
Schedule collaborative meetings for teachers to discuss instructional strategies, classroom assessments, review test data, etc.	Principal Title I Facilitator (TIF)	Sept. 2008	Meetings in which student data is used to start and lead conversations that focus on how best to improve the quality of learning for all students.



	Administrative Team (AT)		The AT will develop a schedule of bi-monthly meeting dates; agendas and minutes of the collaborative meetings will be created by each collaborative team. The TIF will collect all documentation. The AT will review and provide feedback and/or appropriate action, if necessary.
Schedule a Reading Period within the Junior High Master Schedule.	Principal Guidance Counselor	July 2008	<p>A period which focuses on reinforcing and encouraging reading by integrating instruction, assessment, and independent practice will help achieve this goal.</p> <p>Create a Reading Period within the Master Schedule for the Junior High. Schedule all students into the Reading Period. Principal will collect all the documentation.</p>
Meet with ELA and math teachers to analyze PACT data, review MAP reports, and set class goals.	Principal ELA & math teachers Title I Facilitator (TIF)	August 2008	<p>Looking at current data is critical for making instructional decisions and improving student achievement.</p> <p>Meet weekly in August and September as well as after each MAP administration to analyze PACT data by class, analyze MAP reports by class, and develop a correlation of PACT-to-MAP for each student within the class. Identify students whose MAP scores indicate that they are within 5 points of reaching the next level of PACT. Set class goals based on data analysis. The TIF will collect all documentation and submit a report to the Principal a report to the Principal after each MAP administration.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2:** By April 1, 2009, 50% of the students' MEAN RIT score in 7<sup>th</sup> grade science will demonstrate an overall average increase of 4.8 points and 50% of the students' MEAN RIT score in 8<sup>th</sup> grade science will demonstrate an overall average increase of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject, and 50% of the students in 7<sup>th</sup> and 8<sup>th</sup> grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on effective usage of APEX.	Principal Title I Facilitator (TIF) School Leadership Team (SLT)	August 2008	Providing a digital curriculum for differentiated instruction will assist students in academic achievement.  Compile the professional development agendas, minutes, and evaluation forms. Share the results with the School Leadership Team. The TIF will collect the documentation and submit a monthly report to the Principal.
Observe at least 1 class per week and provide immediate feedback on instructional practices and assessment.	Principal Title I Facilitator (TIF) Administrative Team (AT)	Sept. 2008	Classroom observations allow the administrator to see the various interpersonal interactions between the instructor and the students in the classroom.  The AT will review lesson plans, observe classes weekly using the school's observation form, and provide immediate feedback to teachers. When appropriate, hold conferences to discuss concerns/ problems observed. The TIF will collect the documentation and provide a monthly summary for the AT.
Schedule collaborative meetings for teachers to discuss instructional strategies, classroom	Principal Title I Facilitator	Sept. 2008	Meetings in which student data is used to start and lead conversations that focus on how best to improve the

assessments, review test data, etc.	(TIF) Administrative Team (AT)		quality of learning for all students.  The principal will develop a schedule of bi-monthly meeting dates; the collaborative team will prepare agendas and minutes of the collaborative meetings. The TIF will collect all documentation and prepare a quarterly report for the AT. The AT will review and provide feedback and/or appropriate action, if necessary.
Provide professional development on the use of Tests for Higher Standards.	Principal School Leadership Team (SLT) Title I Facilitator (TIF)	August 2008	Software that provides opportunities for both classroom instruction and assessment will help to achieve this goal.  The TIF will compile the professional development agendas, minutes, and evaluation forms. The TIF will collect the documentation and prepare a monthly report for the SLT.
Provide consultants in Science and Social Studies who will address teaching strategies, standards review, hands-on science, and assessments.	Principal School Leadership Team (SLT) Title I Facilitator (TIF)	August 2008	Professional educators who can provide expertise in a subject area will help achieve this goal.  Secure appropriate consultants to provide professional development; compile agendas, minutes, and evaluation forms. The TIF will collect the documentation and prepare a monthly report for the SLT.

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, 70% of 7<sup>th</sup> grade students' reading MEAN RIT score will increase by at least an overall average of 3.3 points, 70% of 8<sup>th</sup> grade students' reading MEAN RIT score will increase by an overall average of 3.1 points, 70% of 7<sup>th</sup> grade students' math MEAN RIT score will increase by at least an overall average of 4.6 points, and 70% of 8<sup>th</sup> grade students' math MEAN RIT score will increase by at least an overall average of 4.3 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment in reading and math.	District Staff Director of Federal/State Programs (DFSP)	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement.  Prepare Purchase Order to renew licenses for MAP. Ensure that upgrades are completed before school starts and that schools are ready to begin testing in September. The DFSP will collect documentation and prepare a report for the Principal and Superintendent.
Provide professional development for teachers on effective strategies to increase student performance on standardized testing.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	A planned process of education and/or training will benefit the teacher, student, and school system.  Develop a timeline of professional development sessions; secure a trainer for each session; purchase any needed materials for each session; secure evaluation forms after each session. The DFSP will collect documentation and provide a quarterly report to the Principal, Superintendent and School Board.

Observe at least one classroom twice per month in both ELA and math.	District Staff Director of Federal/State Programs (DFSP)	October 2008	<p>Classroom observations will allow the administrative team to know what is going on in the classrooms.</p> <p>Develop a timeline of middle school observations; observe teachers bi-monthly using the district's observation form and provide immediate feedback. Conference with the Principal about any problems/concerns observed. The DFSP will collect the documentation and submit to the Principal each month.</p>
Provide the Academy of Reading and Academy of Math for students who are within 5 points of reaching another level on PACT.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	<p>The Academy of Reading and Math will be used to target students for significant gains on reading and Math MAP RIT scores.</p> <p>Prepare a Purchase Order to purchase licenses for the Academy of Reading and the Academy of Math. A consultant will also be provided for staff development on the software. Compile agendas, minutes and evaluation forms. The DFSP will collect all documentation and submit a report for the Principal and the Superintendent after each staff development session.</p>
Provide English and Math Coaches who will visit and observe classes and provide additional help as needed.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	<p>Coaches have proven to be an effective way to assist teachers with on-going staff development.</p> <p>English and Math Coaches are assigned to the school which allows the district to determine teaching needs and/or academic difficulties and to effectively respond to those issues. The DFSP will collect weekly reports from the coaches and compile a monthly report for the Principal and the Superintendent.</p>

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, 50% of the students' MEAN RIT score in 7<sup>th</sup> grade science will demonstrate an overall average increase of 4.8 points and 50% of the students' MEAN RIT score in 8<sup>th</sup> grade science will demonstrate an overall average increase of 6.1 points from the Fall 2008 to the Spring 2009 MAP administration as measured by NWEA's Grade Report by Subject, and 50% of the students in 7<sup>th</sup> and 8<sup>th</sup> grade social studies will demonstrate a passing score of 70 or more as measured by a district-developed Social Studies Benchmark test aligned to the Anderson 5 curriculum. The pre-test will be administered in the Fall of 2008 and the post-test in the Spring of 2009.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide NWEA's MAP assessment in science.	Director of Federal/State Programs (DFSP)	July 2008	Providing NWEA products and services allows us to measure and promote academic student growth and school improvement.  Prepare Purchase Order to order science for MAP. Ensure that upgrades are completed and that schools are ready to begin testing in October. The DFSP will collect all documentation and submit a report to the Principal and the Superintendent.
Provide a district-developed pre- and post-Social Studies benchmark test aligned to the Anderson 5 curriculum.	Director of Federal/State Programs (DFSP) District Science Coordinator	Sept. 2008	The Anderson 5 Benchmark tests have been correlated to the South Carolina Standards and should assist in reaching this goal.  The District Science Coordinator will select teachers from

			each middle school to work on revising the old benchmark test. Revise and disseminate to the schools for pre- and post-testing. The DFSP will collect the pre-test and post-test scores from the school for documentation.
Provide professional development on effective usage of APEX.	District Staff Director of Federal/State Programs	Sept. 2008	<p>Online learning approaches to address critical education challenges and to raise achievement for all students will help to achieve this goal.</p> <p>Compile the professional development agendas, minutes, and evaluation forms. The DFSP will collect the documentation and provide a summary report for the Principal and the Superintendent.</p>
Observe at least one classroom twice per month in both science and social studies.	District Staff Director of Federal/State Programs (DFSP)	October 2008	<p>Classroom observations will allow the administrative team to know what is going on in the classrooms.</p> <p>Develop a timeline of middle school observations; observe teachers bi-monthly using the district's observation form and provide immediate feedback. Conference with the Principal about any problems/concerns observed. The DFSP will collect the documentation.</p>
Provide Science and Social Studies Coaches who will visit and observe classes and provide additional help as needed.	District Staff Director of Federal/State Programs (DFSP)	Sept. 2008	<p>Coaches have proven to be an effective way to assist teachers with on-going staff development.</p> <p>Science and Social Studies Coaches are assigned to the school which allows the district to determine teaching needs and/or academic difficulties and to effectively respond to those issues. The DFSP will collect weekly reports from the coaches and compile a monthly report for the principal and the superintendent.</p>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**Academy of Reading** – A software program that delivers a powerful intervention solution that helps at-risk students achieve rapid, permanent gains in reading. The Academy of Reading uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.

**Academy of Math** – A software program that is a reader-friendly math intervention solution that helps at risk elementary, middle and high school students develop computational fluency. The Academy of Math builds foundation math skills for beginner through to algebra-ready students in 10 skill areas that align to National Council of Teachers of Mathematics (NCTM) standards.

**APEX** – The Apex Learning® Academic Curriculum provides standards-based courses in math, science, English, social studies, world languages, electives, and Advanced Placement for grades 6 through 12. With the Apex Learning Academic Curriculum, schools are able to take advantage of a range of online learning approaches to address critical education challenges and raise achievement for all students — from those who are not succeeding in traditional programs to students capable of accelerating their learning.

**DesCartes** – DesCartes is a dynamic tool that provides the information educators need to meet the academic needs of each student. The DesCartes continuum of learning orders specific reading, language usage, and mathematics skills and concepts by achievement level. These skills and concepts align to the goal structures and content of our state standards.

**Differentiating Instruction** - Ways to adapt instruction to meet the individual needs of each student and to open up more options for more students to be successful through student engagement, questioning, flexible grouping and ongoing assessment. (Differentiating Instruction in a Whole Group Setting. Peterborough, NH: Crystal Springs Book.)

**EOC tests** – End-of-Course tests – tests that define common expectations across classrooms and enable more in-depth assessment of the curriculum than a single multi-grade exam. EOC exams test students on what they learned in a course directly after a student has completed the course. In South Carolina, tests are currently offered in English I, Algebra I/Math for the Technologies II, Physical Science and U. S. History.



**Instructional Coach** – Instructional coaches respect teachers' professionalism and focus their efforts on two-way conversations that lead to creative, practical application of research-based practices. Instructional coaches see themselves and teachers as equal partners in the complex and richly rewarding work of teaching students. More than anything else, instructional coaches work in partnerships to accelerate teachers' professional learning through mutually enriching, healthy relationships. Instructional coaches are colleagues, friends, and confidants who listen with care and share valuable information with teachers at the time when teachers most need it.

**Literacy Coach** – A Literacy Coach is a highly trained and qualified individual who assists teachers in developing strategies to improve student literacy, forms long-term partnerships with teachers and school districts, provides assistance to help students read content effectively, allows students to engage in critical thinking to improve literacy skill, and helps students engage in discussion about literature that is relevant to real life experiences.

**MAP** – Measures of Academic Progress – a state-aligned, computerized, adaptive assessment program that provides educators with the information they need to improve teaching and learning.

**Math Blitz** – A four-week period when students will receive additional instruction during the Reading Period on mathematics concepts by focusing on sample PACT-like mathematics questions.

**NWEA** – The Northwest Evaluation Association, a non-profit organization, engages in ongoing, supportive relationships with partnering school districts and education agencies throughout the United States.

With more than 3000 partner districts, NWEA fosters a community of educators that is dedicated to improving teaching and learning. NWEA provides products and services to measure and promote academic student growth and school improvement. These include accurate assessments, timely reporting, practical classroom resources, and ongoing professional development.

**Reading Period** – A special 40-minute period added to the end of 4th period each day that is designed to increase students' reading skills. The class includes a 5-minute discussion of a character issue, 30-minutes of sustained silent reading, and 5- minutes of reflective journal writing.

**RIT Scores** – the number that indicates a student's instructional level. Students get an overall RIT score at the end of a MAP assessment. In addition, RIT score ranges are reported for each goal area of a test.

**Science Blitz** – A four-week period when students will receive additional instruction during the Reading Period on science concepts by focusing on sample PACT-like science questions.

**SLT** - School Leadership Team -- The SLT consists of teachers, administrators, and the media specialist, and they meet regularly at the school to discuss literacy endeavors. The goal of each SLT is to develop a vision for literacy instruction that improves reading instruction and the academic performance of students.

**Social Studies Blitz** – A four-week period when students will receive additional instruction during the Reading Period on social studies concepts by focusing on sample PACT-like social studies questions.

**SSR** – Sustained Silent Reading – a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period every day.

**Tests for Higher Standards (TfHS)** - Grade-level tests for grades 7 and 8 in Science and Social Studies are aligned specifically and uniquely to the SC Academic Standards. These instructional materials give specific and systematic assessment at each grade level. These materials allow for ongoing or periodic teacher evaluation of student performance. Each grade level strand and standard is evaluated individually and in depth.

**USA TestPrep** – USA Testprep, Inc. is an **online** resource to help students effectively review for graduation and end-of-course tests. Our subscribers include schools and districts whose students are required to pass the state-developed tests.